

Project Name:	Expansion of L&S Faculty Lines in Psychology
MIU Round(s):	1 & 2
Sponsor(s):	College of Letters and Science
Coordinator(s):	Patricia Devine
Partner(s):	Gary Sandefur, Nancy Westphal-Johnson
Report Date(s):	Year 1, August 2010; Year 2, July 2011; Year 3, August 2012;; Year 4, July 2013

Project Goal and Measures	
Project Impact Measure(s)	<ul style="list-style-type: none"> • Increase the number of student credit hours taught by faculty members. • Reduce bottlenecks in intermediate courses by increasing the number of available seats. • Reduce the average time to major declaration. • Increase the number of honors students in the Psychology major. • Increase the number of senior/honor theses completed and the number of students involved in research. • Redesign the undergraduate Psychology curriculum to include “depth” courses in specific Psychology content areas.
Project Impact Data Source(s)	Academic Planning and Institutional Research has standard queries showing course offerings, enrollments and instructor rank. Data source is the Schedule of Classes and HR appointment data views. Psychology will track the number of students involved in research and will report on progress in curricular redesign.
Baseline Measure(s)	Academic Year 2009-10 will be used as the baseline for all project impact measures.

MIU Impact Measures		
A	Increased access in bottleneck areas	Covered by project goals (increased access to intermediate courses).
C	Increased capacity for high-impact practices	Covered by project goals (honors, research, depth courses).

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D	Increased student learning and teaching excellence	Lecturers and untenured faculty teaching undergraduate courses are evaluated each semester with the goal of providing useful, constructive feedback. Implementation of depth courses will offer students the opportunity to explore specific content areas in Psychology. These courses will utilize TA support to ensure that students can interact in small sections, discuss material, complete writing assignments with guidance, and perform experiments and simulations.
E	More tenured, tenure-track faculty teaching undergraduate courses	Covered by project goals (increased faculty in Psychology courses).
F	Decreased achievement gaps	Psychology has implemented a section of Psychology 201 specifically for minority students. Preliminary departmental data shows that these students are less likely to drop or fail the course.
G	Attention to diversity in new hires	Ads are placed in places designed to reach minority scholars such as Divisions 35 and 45 of the APA, the Ford Foundation, CIC minority scholar listings, Psychological Science <i>Observer</i> , <i>Science</i> , and in the <i>Chronicle of Higher Education</i> .

Progress Reports

Year 1, 2009-10	Focus in Year 1 was on faculty recruitment and searches. Three faculty members were hired. One of these faculty members will start teaching in Spring 2011. The two others will start teaching in Fall 2011.
Year 2, 2010-11	<ul style="list-style-type: none">• Conducted 2 successful faculty searches. All new faculty will be teaching in Fall 2010 but only 1 faculty member was on board for part of the 2010-11 academic year.• Created and received approval for four new depth courses. The first one (Cognitive Development) will be offered in Fall 2011. Three others will be offered in Spring 2012. When all new faculty are on board, four depth courses will be offered each semester.
Year 3, 2011-12	<ul style="list-style-type: none">• Implemented redesigned Psychology curriculum, including four new depth courses designed to incorporate high-impact practices, including critical thinking skills, writing-intensive assignments.• Conducted two faculty searches. Neither resulted in a successful hire. New searches will be conducted in 2012-13.
Year 4, 2012-13	<ul style="list-style-type: none">• Conducted two successful faculty searches. One new faculty member will start in Fall 2013. The other will not begin until Fall 2015 after a two year post-doc.• Surveyed students about their experiences with the new depth courses, their satisfaction with the major generally, their experience with high impact practices, and advising.

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Year 4 (continued)

- Conducted two successful faculty searches. One new faculty member will start in Fall 2013. The other will not begin until Fall 2015 after a two year post-doc.
 - Surveyed students about their experiences with the new depth courses, their satisfaction with the major generally, their experience with high impact practices, and advising.
 - Designed two new courses: Psych 620 (Capstone Mentored Research) and Psych 621 (Mentored Research and Seminar).
 - Assessment: No assessment of student learning outcomes was reported.
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